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ABSTRACT

In order to generate student interest in the Foreign Language Appreciation program the teacher must provide varied, organized lesson plans. This booklet consists of fourteen sample lesson plans and supplemental material for use in the Spanish classroom, seven for French, and four for Russian. Each plan states the objectives of the lesson, the materials needed and the activities to be carried out. Although there are many more Spanish lesson plans, any one could be adapted for use in any foreign language classroom. Teachers should be flexible enough to adapt these plans to their classes, taking into account individual student differences. For the new foreign language student, the primary concern is exposure to learning activities and not necessarily mastery. (CFM)

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ED135208

BOARD OF EDUCATION OF BALTIMORE COUNTY
TOWSON, MARYLAND 21204

FOREIGN LANGUAGE APPRECIATION

in

SECONDARY SCHOOLS

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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FL008305

July, 1975

INTRODUCTION

The following is a statement from the class of the inservice course in Foreign Language Appreciation held the summer of 1975 at Pine Grove Junior High School.

In order to generate student interest in the FLA program, the teacher must provide varied, organized lesson plans. To clarify the nature of the instructional objectives, we have included a variety of classroom activities. It is our hope that the teacher will be flexible enough to adapt these plans to (his/her) classes, taking into account individual student differences.

While a well-organized lesson plan will go a long way toward establishing good classroom discipline, it is important that the teacher have a routinized classroom approach. We emphasize a minimum of regulations with maximum enforcement, a process of controlling student activities, and a sincere effort to understand our "new" foreign language student.

The FLA program may require a complete change of teacher philosophy with respect to implementation of the curriculum and evaluation of the student. For the "new" student, the primary concern is exposure to learning activities and not necessarily mastery. The curriculum itself should be more flexible and tailored to class needs. Teachers are encouraged to evaluate students on their successes, not their failures.

In conclusion, a successful FLA program is contingent upon a well-organized approach, positive self-concepts, and enthusiastic teacher attitude.

The Office of Foreign Languages appreciates all the work done by Dr. John Elseroad, the instructor, and the participants. Unfortunately we were not able to produce all of the material since it involved many pictures which could not be drawn on stencils. Also, there are many more Spanish lesson plans than French and Russian, but they could be adapted to any language.

The participants used Meeting Another Culture Through French and Meeting Another Culture Through Spanish as a basis for the lesson plans. Many of the plans are an outgrowth of the conversational frames and the cultural material included in these guides.

SAMPLE LESSON PLAN - SPANISH

El Cuerpo - 1st Day

Objectives: 1. To teach the following parts of the body:

el cuerpo	las orejas
la cabeza	el brazo
el pelo	la mano
la cara	la pierna
los ojos	el pie
la nariz	el dedo
la boca	

2. To teach (or review) the 2 forms of the verb tener - tengo and tienes.

3. To review the numbers 1-10.

Materials: 1. A transparency (or a filmstrip) of the human body.
2. Transparencies (or dittoes) for the vocabulary and written drill.

Activities: I. Warmup - Review the numbers 1-10
II. Present the vocabulary of the body using the transparency or filmstrip.
Students copy vocabulary into notebooks.
III. Oral practice of parts of the body using:
¿Cuántos ojos tienes?
Tengo dos ojos.
IV. Written drill - Unscramble the following words:

coba	ipe
raboz	becaaz
lepo	homa
josare	joso
parnie	puerco

V. Play "Simón Dice: Tóquense ____ _____" with parts of the body. (May be conducted by the teacher or a student).

2nd Day

Objectives: 1. To review the parts of the body previously taught.
2. To teach a few verbs used with certain parts of the body:

mirar	tocar
escuchar	caminar
comer	
hablar	

Materials: 1. Transparencies or pictures which illustrate the verbs to be taught.
2. Ditto of the "Buscapalabras" for Activity III.

Activities: I. Review the parts of the body by having one or more students go to the board and draw a person as the teacher and/or students name the different parts of the body.

II. Present the verbs listed above using transparencies or pictures.
Teach the infinitive form only. (Usamos los ojos para mirar.)

III. Written drill: Find the 15 words which deal with parts of the body. Encirole each word and then write them below.

S U P E L O B A J O

X B M A N O R I E N

C L O R E J A T S O

A V E C H O Z U C A

M E S A A Z O S U S

I X E B R A Z O C M

N C U E R P O A H I

A A L Z H A B L A R

R R T A C O M E R A

C A S A P U L G A R

IV. Game: Divide the class into two teams. The first person on one team begins by saying "Tengo dos ojos." The first person on the other team repeats what the first student said and adds another item; for example, "Tengo dos ojos y una nariz." This continues until one student cannot repeat all that has been said or add to it. The other team then gets a point and starts the sentence again.

Places and Buildings

Day 1

Objectives:
1. To teach the vocabulary of some places and buildings.
2. To teach (or review) the present tense of the verb estar.
3. To give the students some cultural insight into the role of the plaza in Spanish life.

Materials:
1. Pictures, transparencies and/or slides of the vocabulary to be taught.
2. Ditto or a transparency of a puzzle.

Activities:

I. Introduce the following vocabulary using appropriate visuals:

la plaza	la escuela
el parque	la casa
la iglesia	la calle (la avenida)
la catedral	la tienda
el museo	el mercado
el restaurante	

Explain the importance of the plaza in Spanish life. Students copy vocabulary into notebooks.

II. Review (or introduce) the present tense of the verb estar in combination with the vocabulary presented, using appropriate visuals.
   Nosotros estamos en la escuela.
   Los niños están en el parque.
   La iglesia está en la calle Juárez.

III. Chain conversation: One student (or the teacher) starts by asking someone else ¿Dónde estás? The other student answers, using one of the new vocabulary words. He in turn directs the same question to another student, who must answer with a different place. It can be made more interesting by the use of visuals to indicate the appropriate response each time. Also, this activity can be conducted as a contest between two teams.

Day 2

Objectives:
1. To review the vocabulary of places and buildings previously taught.
2. To teach the following expressions needed to get around the city:

tome	derecho	el autobús
vaya	a la derecha	el metro
siga	a la izquierda	la esquina
doble	a (dos) cuadras	

Materials: 1. Transparency (or wall map) of a city.
2. Ditto (or transparency) for the quiz.

Activities: 1. Written drill to review the vocabulary presented the the previous day.

Complete the following words:

1. m _ _ _ _ d _
2. _ _ c _ _ l _
3. _ g _ _ s _ _
4. l _ _ _ _ a
5. _ l _ _ _
6. _ _ s _ _
7. _ _ _ g _ _
8. c _ _ _ d _ _ _

LESSON PLAN 2

(for last term of course)

Objectives: To teach some of the vocabulary used in an auction by engaging in the actual activity.

To raise money for a worthy cause (e.g., taco lesson, student aid , Red Cross, cooking supplies or other classroom materials.

Activity I. Phrases which should be memorized in advance:

¿Cuánto ofrecen por _____?
¿Quién me ofrece más de _____?
_____centavos una vez.
_____centavos dos veces.
_____centavos tres veces.

¡Vendido por _____ centavos a _____!

Activity II. Details

Allow class time for the students to work on their presentations.
Each student is to auction an object (e.g., candy, cookies, pencil) which is to be described in Spanish in one or two sentences.
The bidding should begin at a price which will make it possible to get back the initial cost.
The items should not be auctioned at exhorbitant prices.
The students may elect to donate the money they make over their cost or they may keep it for themselves.
(The writer found this activity to be very successful. The students put forth great effort to be able to successfully describe and sell the objects.)

LESSON PLAN 3

(for two days)

Objectives: a) to teach the students how to make tacos. (Mexican sandwich.)
b) to teach the vocabulary of the materials and ingredients used to make tacos.

Materials: lámpara eléctrica, sartén eléctrica, rayador, cuchara grande, platos, tenedores, servilletas, tazas.

Carne de res molida (one lb. makes 10 tacos), cebolla, lechuga, queso (longhorn), tortillas, orégano, ajo, (2 cloves to a lb. of meat), sal, pimenta, bebida.

Activity I. Explain the tortilla, preparation of the meat, and the names of the ingredients.

Activity II Collect money ($1.25 per student) in advance so as to have it available for the students who will do the buying.

Activity III Assign duties

a) Buyers - two students can be in charge of buying everything.
b) Materials - students to bring electric fryer, etc.
c) Clean up crew

Activity IV - Preparation of tacos

Brown ground beef over high heat until crumbly. Add seasoning. Stir. Bring to a boil, reduce heat and simmer uncovered 15-20 minutes, stirring occasionally. Meanwhile,

place taco shells under lamps for 15-20 minutes. Fill preheated taco shells with one tablespoon of meat mixture. Top meat mixture with grated cheese, shredded lettuce and chopped onions. For variety, try diced tomatoes and taco sauce. (sauce is available at stores).

Activity V. Review names of materials and ingredients.

Additional Recipes

Enchiladas

Oil or lard
12 tortillas
1 cup enchilada sauce
1 lb. ground beef (any meat, poultry, seafood or cheese can be used)
salt and pepper
2 cups grated cheese - longhorn or cheddar

Heat oil or lard, dip tortilla in it to make it hot and pliable, then dip in heated sauce. Put about one tablespoon of meat mixture on the tortilla, roll, place seam-side down on a baking dish, pour over more sauce, sprinkle with grated cheese, and bake in moderate oven (350°F) until the cheese is melted (15-20 minutes). To make the filling, sauté the onion in the oil (or butter), add other ingredients, including salt to taste. (All products needed for enchiladas and tacos are available locally at supermarkets).

Enchilada (Chile) Sauce

1/2 cup chopped onion
1 large clove garlic
2 tablespoons oil (or lard)
1 tablespoon flour
1/4 cup chile powder
1/2 teaspoon orégano
1/4 teaspoon ground cumin
1 teaspoon salt
1 cup tomato purée
1 cup water or stock

Cook onion and garlic in oil until wilted. Add flour, cook 1 minute, then add other ingredients. Simmer 10 minutes. This makes about 2 cups.

LESSON PLAN 4

(for 3rd term and mixed levels - Sr. High)

Objectives: to reinforce the irregular verb "ser"
to employ the four language skills
to teach the definite article (f.n.; pl. sing.) with room objects which can be seen in front of the classroon.

entrada, puerta, citófono, bandera, pizarra, anaquel, pared, tablón, cielo raso, reloj, termómetro, commutador, receptor, marco

Materials: Bingo game with room objects

Activity I. Warm-up ¿Qué sabes tú?
Student: sé los días de la semana, etc.

Activity II. Review the irregular verb "ser"
Write forms on the board. Explain "s" of él, Ud.

Activity III. Introduce names of objects (see above) teacher writes words on the board and students write them in their notebooks.

Activity IV. Oral pronunciation of objects - chorally and individually.

Activity V. Game - recall of room objects or Bingo.

LESSON PLAN 5

La Comida

I. The OBJECTIVE of this series of lessons is to enable the student
to name the meals of the day, their time and the utensils used,
to express the need for and the choice of food and drink.
to appreciate some Hispanic food.

II. The MATERIALS used, in addition to the usual visuals, include Meeting Another Culture Through Language: Spanish, ¡Hola! Vamos a cantar, A Typical Restaurant #4, from the Pathescope-Berlitz series, and a pamphlet printed by Heublein, Inc., Hartford, Connecticut called The Original Mexicans." (the latter I got free from the liquor store!)

III. The IMPLEMENTATION will take place over a period of 7 class meetings culminating in a "taco" fiesta the last day.

DAY 1

I. VOCABULARIO: to be presented using clocks and/or bulletin board with two headings: "EEUU" and "España Y Mexico"

el desayuno (8 o'clock)	el desayuno (7:30)
el almuerzo (noon)	el merienda (11:00)
la comida (5:30)	la comida (1:30)
	otra merienda (5:00)
	la cena (9:30)

II. ACTIVIDAD: Discussion in English of apparent difference in meals (see: Meeting ...Spanish", p. 50, first paragraph)

III. ACTIVIDAD: Song: Las comidas, p. 9, ¡Hola! Vamos a cantar.!

IV. ACTIVIDAD: Have students draw the American flag in upper right corner of one side of a sheet of paper and the Mexican and/or Spanish flag on the reverse side. Then instruct them to draw the clocks, times, and carefully label the name of the meals in Spanish.

V. CONVERSACIÓN: Teacher to ask a series of questions using the new vocabulary to which the answer can be simply "Los EEUU or "España y México". Example: ¿Dónde comen un desayuno grande? Next: ¿A qué hora comen _____ en _____?; then, ¿Qué comen a las (name the hour) en (either country)?

VI. DEBERES: To think about for next time: What categories can foods be divided into?

To bring to class next time: Draw or cut from magazines pictures of food representing at least 2 categories you think of.

DAY 2

I. OPEN: Discuss the categories they thought up. (If they are slow to respond refer to the pictures on bulletin board depicting the several categories to be learned:)

II. VOCABULARIO: Las categorías de alimentos: teach pronunciation:

A. las frutas	D. la carne
B. las legumbres	E. las bebidas
C. el postre	F. misceláneo

III. ACTIVIDAD: Ask students to come up and place their various pix beneath appropriate labels (having quickly removed your own leaving just the vocabulary words on the b.b.). As they place them, have them read the label for pronunciation practice.

IV. CONVERSACIÓN: Either teacher asking questions or have directed dialogue: ¿Cuál es su categoría favorita? (urge better students to answer: Mi favorita es _____. Allow the slower ones to name the category only) Practice using the verb comer in simple questions: ¿Comes mucho postre? etc. or if pictures of people eating various items are available, use them and ask ¿Qué come el muchacho?, etc.

V. ACTIVIDAD: Present dittos of foods divided into categories and have students label the category only. The individual foods will be learned and named later. Instruct to put into vocabulario section.

VI. ACTIVIDAD: Give instructions for the making of menus. Three grades to be given: 1) for neatness; 2) for originality; 3) for correct spelling of Spanish. Think of a name for your restaurant (a city, country, something to do with Spanish) and design the cover. Inside you will list the offerings according to the categories. Then you will make a place for the prices...two columns so we can put price in United States dollars and Mexican pesos. Today you can only begin designing the cover. (You may have menus from past classes to use to illustrate)

VII. DEBERES: To think about for the next time: Think about foods that are native to Latin America and foods with Spanish names. If you can, bring in pictures or labels showing those foods or their names.

DAY 3

I. OPEN: Práctica: as students enter classroom give them halfsheets of paper and refer them to the instructions on the board (or use overhead and transparency): Write your name. List the foods that you thought of that might have Spanish names or Latin American origins. If you brought in pix, pass them in with the "práctica". Write your name on all pix. 5 minutes.

II. VOCABULARIO:

la lechuga	la manzana
el tomate	la pera
el maiz	la naranja
la papa (patata)	el limón
el flan	el pescado
el helado	el jamón
el pastel	el rosbif

III. CONVERSACIÓN: ¿De qué color es _____?
Instruct students to turn to ditto with categories.
¿Qué es la lechuga, etc. to reinforce categories.
¿Qué es una fruta?
¿Cuál es su fruta favorita?

IV. ACTIVIDAD: Instruct students to label the various foods.

V. ACTIVIDAD: Ejercicio: (put on transparency) Complete in Spanish:

1. In a salad you might find la _____ y el _____.
2. In iced tea you might find el _____.
3. Bacon comes from the same animal as el _____.
4. El _____ made of pecans is a Southern favorite.
5. Don't confuse "papá" (padre) with la _____.
6. Two citrus fruits we learned are la _____ y el _____.
7. "Jaws" is a story about un _____.

VI. ACTIVIDAD: (while they were doing IV. and V. above, you could have scanned their practicas to tie in with:) DISCUSSION of original Mexican foodstuffs. (using the pamphlet by Heublein or any cookbook, etc.). Indicate the possibility of having a "taco fiesta" to gauge their interest.

VII. ACTIVIDAD: Allow time to continue working on their menus.

DAY 4

I. OPEN: Práctica (on board of transparency): Complete in Spanish: (name the category) (use your notebooks)

La lechuga es _____.
El flan es _____.
El maíz es _____.
El limón es _____.
El helado es _____.
El jamón es _____.

II. VOCABULARIO: Using appropriate visual aids

la leche	el azúcar
el vino	el pan
la cocacola	la sopa
el café	la ensalada
la limonada	la mantequilla
tener sed	tener hambre
beber/bebidas	comer/comida

III. Song: "Tengo sed", p. 16. "¿Hola! Vamos a cantar"

IV. CONVERSACIÓN: Diálogo: ler amigo: —¿Tienes sed?
2° amigo: —Sí, tengo sed.
ler amigo: —¿Qué bebes?
2° amigo: —Bebo cocacola. ¿Y tú?
1er amigo: —Yo también. Bebo cocacola.
(—Yo no. Bebo limonada.)

Encourage students to practice the dialogue. Allow to copy into notebooks and give 5 minutes or so to try to practice with a friend. Then see who can present it for the class.

V. ACTIVIDAD: Copy new vocabulary into notebooks. Give five minutes to review/study all food vocabulary in preparation for game to follow.

VI. ACTIVIDAD: Divide into two teams. This will be a taste and smell activity. You will need two blindfolds, small paper nut-cups and the following foodstuffs (in small quanities): leche, sal, azúcar, cocacola, manzana, café, limón, naranja, pera. One member from each team will come forward, taste or smell, then whisper to the teacher what they think the item was. Ask them: ¿A qué sabe? or ¿A qué huele? Hopefully both teams will identify all the items correctly IN SPANISH!

VII. ACTIVIDAD: Give time to further prepare their menus.

DAY 5

I. Práctica: on transparency; meet students at door with halfsheets of paper on which to do (use scrap paper even!)

Complete en español: 1. Tengo sed; ____cocacola (I drink)
2. Con el pan, como la _____.
3. En el café, prefiero el ____ y la _____.
4. Una bebida hecha (made from) de limones es la _____.

II. VOCABULARIO: Poner la mesa: need on hand the items in song:

el mantel	la servilleta
el tenedor	la taza
el cuchillo	la cuchara
el plato	la sal
el vaso	la pimienta

To be taught by using the song on p. 29, "¡Hola! Vamos a cantar"

1st verse: El mantel sobre la mesa,
el vaso y la servilleta
¿Ya está puesta la mesa?
¿No! Faltan la taza y cuchara.

2nd verse: El plato sobre la mesa
el tenedor y el cuchillo
¿Ya está puesta la mesa?
¿No! Faltan la taza y cuchara.

(Teacher can set the table as the song is sung, placing each item as it is mentioned. Then students can volunteer to do it.)

III. ACTIVIDAD: Copy song into notebooks, underlining new vocabulary.

IV. ACTIVIDAD: Allow ten minutes to draw and label table setting. Collect, correct for spelling. Put on bulletin board.

V. CONVERSACIÓN: Employ newly-learned vocabulary in talking about the "taco fiesta".
Teacher: ¿Necisitamos platos para la fiesta?
Class: Sí, necesitamos platos.
Teacher: ?Qué necesitamos?
One student: Necesitamos platos.

VI. ACTIVIDAD: Have a list made on which students can sign up to bring needed items for the party. Have a box available in room for them to place items in. Assign "basurero".

VII. ACTIVIDAD: If time allows, work on menus. (Naturally some will be finished early with this little project, but some will not)

DAY 6

I. OPEN: Anagrama. Either on ditto or on transparency

II. ACTIVIDAD: Having corrected and placed their table settings on the bulletin board, point them out, compliment them and announce that they may be taken down on way out today.

III. ACTIVIDAD: Explain about the conversion of U.S. dollars to Mexican pesos and have students get their menus and go around and help them to convert their prices and list them. This should be final touch on menus so they can be collected.

IV. ACTIVIDAD: Refer to bulletin board with "Mexican originals" on it and discuss the food to be had at the fiesta. If time allows have copy recipe for taco into notebooks. At this time review the responsibilities for the fiesta. Best to make a large chart of their duties.

V. ACTIVIDAD: Ditto or transparency: "La comida en casa de Carmen" from "Meeting....Spanish", p. 54. Do orally or have write.

VI. ACTIVIDAD: Play "alfabeto" divide into teams and assign 3 points to first right ans., 2 if first team misses and 1 point if it takes 3 times around to arrive at answer. Teacher will give a letter of alphabet and see if teams can tell a word from "comidas" vocabulary beginning with that letter.

(This is the wrap-up day before the fiesta and it will probably come to pass that some students will need to be working on their menus all period while others can engage in any of the activities from IV. through VI.)

Further: I have not laid down herein my own concrete plans for the fiesta as such plans will need to depend on the economics of the classes a person teaches. I would probably have them get their food as soon as they enter class and get seated...I'd have the little tables set up for groups of four...maybe with their own menus, now corrected, at the table where I think they'd admire to sit. While/after they eat, I would like to show the Pathescope-Berlitz filmstrip of Sr. Gonzalez en "Un restaurante típico."

LESSON PLAN 6

Greetings

Objectives:
1) To teach the greetings in Spanish
2) To practice the four main language skills
3) To provide a variety of interesting activities
4) To introduce the use of the handshake
5) To give the students practice in using their Spanish names.

Materials:
1) transparency ("Buenos Días", etc. from Spanish I manual)
2) Record - "Buenos Días" (Escuchar y Cantar)

Activities:

I. Introduce the greetings orally, using transparency or any other visual materials available.

Buenos días, Buenas tardes, Buenas noches
¿Cómo te llamas? Me llamo...
¿Cómo estás? (Estoy) Muy bien. No muy bien. Así-así

II. Greet some students, shaking hands with them - have the students return the greeting. Demonstrate also, if desired, the use of "el abrazo."

III. Have students copy the greetings and expressions in their notebooks.

IV. Have students practice asking each other ¿Cómo te llamas? and ¿Cómo estás?

V. Play the game "Buenos días". One student goes to the front of the room, and stands with his back to the class. The teacher selects a second student, who greets the first student with "Buenos días, (name)." The first student responds with "Buenos días, (name)," using the Spanish name of the person he thinks is addressing him. If the first student has guessed the wrong name, the second student responds, "No me llamo (name). The first student gets three guesses. If he fails to guess the correct name of the second student goes up to the front of the room. If the first student is able to guess correctly within 3 guesses, the second student answers "Muy bien." Another student is selected to greet the first student, and so on, until the student is stumped.

VI. Sing the song "Buenos días." The words may be placed on a transparency.

"Buenos Días
¿Cómo está?
O muy bien, gracias,
Y ¿Cómo le va?"

LESSON PLAN 7

Los Colores

blanco, negro, azul, rojo, verde, amarillo

Objectives:
1. To teach the names of colors
2. To review words from previous learning experiences
3. To employ the 4 main language skills
4. To provide a varied, interesting presentation

Materials: color wheel pastel chalks
construction paper in different colors
crayons, colored pencils

Activity: (Presented possibly when students first enter class)
Ask students to name 6-8 basic colors in English

Activity: Introduce the names of the colors with a color wheel

Activity: Have students write the names of the colors

Activity: (Using previously learned information)
Questions and answers ¿De qué color es.....?
Examples: la pizarra, la pluma, el sol, el vestido, la camisa, la blusa, los pantalones o la fruta

Activity: Match Game - Tape 12 pieces of sturdy paper into 4 columns on the chalkboard. Under 6 of the papers will be the words for the colors and the others will be the actual colors. One student at a time will lift up two papers. If the word and color revealed are the same, the papers are removed. If the word and color are not a match, the papers remain. Then, the next student is called upon. Suggestion: Divide the class into 2 teams.

Activity: Unscramble words to spell the names of color

noclab - blanco
goner - negro
lazu - azul
dever - verde
joor - rojo
lloraima - amarillo

LESSON PLAN 8

Los Transportes

Objectives: 1. To teach some of the means of transportation
2. To review certain letters in the alphabet
3. To employ the 4 main language skills
4. To provide a varied interesting presentation

Materials: objects
transparencies/dittoes
flashcards with activity V.

Activity I: Show objects which represent transportation. Have students listen and repeat the names of the objects

Activity II: Have students draw and label the objects

Activity III: Questions and answers
Example: ¿Qué es esto? /¿Es el tren ..... o la tranvía .....?

Activity IV : Match the Spanish with the English.

Activity V: Using previously learned letters of the alphabet, ask the students which means of transportation is represented

VW - el automóvil	TWA - el avión
B and O - el tren	AMF - la bicicleta
GTO - el automóvil	LTD - el automóvil
SS - el barco	MTA - el autobus

Activity VI: Unscramble words - May be done orally in one class and written in a follow-up lesson on dittoes.

TRANSPORTES - (Transparency or Ditto)

Unscramble

1. NIVÓA
2. BUTOASU
3. NETR
4. CABOR
5. LUAITÓVMO
6. VATÍNRA
7. ECLITICAB

TRANSPORTES (Transparency)

Match the Spanish with the English:

____1.	automóvil	1. plane
____2.	tranvía	2. train
____3.	barco	3. car
____4.	avión	4. bicycle
____5.	autobus	5. boat
____6.	bicicleta	6. streetcar
____7.	tren	7. bus

LESSON PLAN 9

Nuestros Vecinos - Sud América

DAY 1

Objectives: To teach the students the geographic location of Sud America
To employ different activities to facilitate the learning of the ten countries
To incorporate audio-lingual skills.

Materials: map, blackboard, games, dialogue

Procedures:

Activity I. Using a map, point out the geographic locations and the ten countries of Sud América. Have students recite after you have modeled.

Activity II. Using the blackboard give a letter of the alphabet. Have students give country that begins with that letter. Have students put countries in alphabetical order in their notebooks.

Activity III. Using a scrambled puzzle of some of the countries, have students identify country.

Activity IV. Using blank maps, have students fill the countries in correct places.

Activity V. Introduce the first six lines of dialogue. (the purpose is to expose the students to the material and not to expect recitation or memorization. Have students listen carefully to conversation. Afterwards reread the conversation and have students repeat in chorus. Have the boys read Ricardo's part and the girls Yolanda's. Have students copy the six lines in their notebooks.

Assignment Practice reading dialogue.

Scrambled Puzzle

¿Cuáles son los paises?

ÚPRE	HLEIC
ACRUODE	BLOOMICA
GARTINNAE	ZNUALEEVE

Un Viaje

1st day

Ricardo: Yolanda, voy a Sud América con mis padres.
Yolanda: ¿Estás contento?
Ricardo: Sí, estoy muy contento.
Ricardo: Vamos visitar Río de Janeiro, Buenos Aires, Lima y Santiago
Yolanda: ¿Hace mucho calor en los países del sur?
Ricardo: En algunas partes hace calor pero en otras hace fresco.

2nd day

Yolanda: ¿Hablan español en Brasil?
Ricardo: No, portugués. En los otros países de Sud América hablan español.

Yolanda: ¿Cuándo van ustedes?
Ricardo: Vamos el primero de julio
Yolanda: ¿Feliz viaje!
Ricardo: Muchas gracias.

Day 2

Objectives: To review the ten countries
To introduce the capitals of the countries
To incorporate various activities using audio-lingual skills to reinforce learning

Materials: map
games
dialogue

Activity I. Using a map, print out the geographic locations of the capitals. Have students recite in chorus.

ActivityII. Have students complete sentences with correct capital.

1. Lima es la capital del _____.
2. Santiago es la capital de _____.
3. Buenos Aires es la capital de _____.
4. Bogotá es la capital de _____.
5. Caracas es la capital de _____.

Activity III. Call out the remaining five countries and have students give capital. Have one side of class give the country and the other side the capitals. Reverse procedure for variety.

Activity IV. Have students fill in the capitals in their correct locations on their maps.

Activity V. Review lines of dialogue. Have individuals read in pairs. Introduce the remaining lines of dialogue. Have students repeat in chorus and then in pairs.
Assign boys role of Ricardo and the girls the role of Yolanda. Have students copy the lines.

Assignment: Have students color their maps. Have students practice reading lines of dialogue.

Vestidos De Hombre y Muchacho

Day 1

Objectives: To teach the articles of clothing
To involve students in different activities to reinforce learning
To incorporate the audio-lingual skills in the learning activities.

Materials: Flash cards
Transparency
Games

Procedures:

Activity I - Using the flashboards, introduce the vocabulary. Have the students repeat in chorus, groups, and individually

Activity II Using the transparency have students identify the articles using ¿Qué es esto? Es _____.

Activity III Using a matching word puzzle, have students match the Spanish and English equivalents. Have students copy puzzle in notebook.

Activity IV Present dialog to class. Have students repeat. Assign the conversation to pairs of students.

Susana: Me gusta tu suéter, Ricardo.
Ricardo: Gracias.
Susana: ¿Es nuevo?
Ricardo: Sí (no)

Activity V Review dialogue again. Have students copy the skit in their notebooks.

Assignment: Have students practice dialogue skit.

Vestidos De Mujer y Muchacha

Activity I: In chorus, group, etc.

Activity II: Using drawings of different articles have students identify using ¿Qué es esto? Es _____.

Activity III: Place flashcards on blackboard ledge with clothing articles in no set order. Place class into teams. Using all of the vocabulary listed on the board each team selects a word for the other team to identify the flashcard.

Activity IV: Review dialogue skit with students. Following group practice of the conversation, students may comment on one another's clothing.

Examples:

Student #1 - me gusta tu camisa (corbata, traje, blusa, falda, abrigo, sombrero, vestido, bolsa) or me gustan tus zapatos (calcetines, pantalones, etc.)

Student #2 - Gracias.

Activity V: Two groups with 4 students in each group will be given a set of cards with articles of clothing. Each group will play a game of old maid with their cards. Be sure to have one card drawn with a funny picture of an old maid, teacher, etc.
The remaining part of the class will be playing Hang-man - filling in letters, etc. Groups will alternate after 10 minutes to be involved in the other activity. Afterwards have oral review of vocabulary words.

Assignment: Have students prepare to comment on someone's clothing - one or more articles using their pattern in the dialogue.

LESSON PLAN 10

Numbers

Day 1

Objectives:
1) To teach the numbers
2) To provide an interesting variety of activities
3) To practice the four main language skills

Materials:
1) Flash cards or number line
2) Chalkboard (for arithmetic problems)
3) Crossword puzzle (transparency or ditto)

Activities:

I. Introduce the numbers using flash cards or number line
II. Have students copy the numbers in their notebooks
III. Write some simple addition and substraction problems on the board, saying them aloud at the same time. Students should be able to supply the answers. Then try just giving the problems orally, without writing the numbers.

Day 2

Objectives: 1) To review the numbers
2) To provide practice in using the numbers
3) To introduce the expression ¿Cuántos hay?

Materials: 1) Flash cards or number line
2) Transparency
3) Bingo Game

Activities:

I. Written drill (on board). Fill in the blanks of these numbers:

d - - z

c i - c -

s - e - e

n - - v -

c u - t - -

II. Go over answers to the drill; review all numbers orally.

III. Play a simple guessing game with numbers. The teacher says something like this; "Yo pienso de un número. El número está entre 8 y 10. ¿Qué es el número?" The teacher may need to repeat this, using gestures and the chalkboard until the students get the idea. Continue with other examples, including the expressions "El número esta antes de," or "despues de 9, ", etc.

IV. Show a transparency which has several objects to be counted (i.e. 4 cats, 9 pens, 6 hats, etc.). Have some of the students count the objects aloud. Then introduce ¿Cuántos gatos hay?" etc. and have the students give the correct response. Real objects in the classroom can also be used in this exercise.

V. Play the game "Cuadritos". Draw a grid something like this on the board or on a transparency.

20 .	13 .	6 .	31 .
8 .	11 .	10 .	13 .
5 .	9 .	17 .	28 .

Divide the students into two teams. The object of the game is for the students to form squares by connecting two adjacent dots. In order to draw a line between two dots, one student from the team must be able to say correctly the numbers next to the two dots he wishes to connect. Points are earned, however, only when a team is able to complete a square.

A sample round might go this way:

Team 1 : A student says "veinte y tres" so the teacher draws a line between those dots

Team 2: A student says "tres y once" ... line is drawn

Team 1: "Ocho y once" ...line is drawn

Team 2: student says "ocho y veinte"

Team 2 has completed the square, so they earn the point. The number 2 may be written in the square to indicate this. It is also possible for a team to win two points by connecting two squares with one line.

VI. Extra Activity I
Play "Bingo"

VII. Extra Activity II
Sing "Diez Ninitos Indios"

LESSON PLAN 11

Day 1

Objectives: To review numbers 1-10
To teach months of the year

Procedure:
A. Review 1-10 with flashcards
B. Go over months of year in English.
C. Teach months of year in Spanish
Chorus from board; each student says a month;
A boy says all 12; a girl says all 12
They copy months into their notebooks
D. Teach song "Uno de enero" (Escuchar and Cantar)
Go over words; they listen to song; practice twice.
E. A student passes out folders and they do the attached worksheet on "Months of the Year".
F. Collect folders to be checked later.
G. Class plays game using months of the year (one says a month, the next student says the previous month or the month later). They do this using the months listed on the board.

Materials: flashcards
chalkboard
records and record player
folders
worksheet

FILL IN THE MISSING LETTERS AND DECODE THE SECRET MESSAGE:

1. __NERO
2. MA__O
3. ___ICIEMBRE
4. AGOS__O
5. __EPTIEMBRE
6. ___ARZO
7. OC__UBRE
8. JUNI__
9. E_ERO
10. J__LIO
11. ABR__L
12. AGO__TO
13. OC__UBRE
14. __ASTA LUEGO
15. __ASTA LA VISTA

SECRET MESSAGE: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

11 12 13 10 3 2 4 14 1 6 8 9 7 15 5

WRITE THE MONTH IN SPANISH THAT RELATES TO THE FOLLOWING STATEMENTS:

1. IN THIS MONTH WE GO BACK TO SCHOOL._____
2. NEW YEARS EVE IS IN THIS MONTH._____
3. WE CELEBRATE THANKSGIVING IN THIS MONTH._____
4. SCHOOL ENDS IN THIS MONTH. _____
5. CHRISTMAS IS IN THIS MONTH. _____
6. IN THIS WARM MONTH WE CELEBRATE WITH FIREWORKS._____
7. NEW YEARS DAY IS IN THIS MONTH._____
8. THIS IS THE MONTH OF MY BIRTHDAY._____
9. THIS IS THE ONLY MONTH WITH 28 DAYS. _____

GIVE THE SPANISH WORD FOR THE FOLLOWING MONTHS:

APRIL _____ OCTOBER _____

JUNE _____ JANUARY _____

MARCH _____ JULY _____

AUGUST _____ SEPTEMBER _____

FEBRUARY _____ DECEMBER _____

"Days of Week" song - Vamos a Cantar
Los días del Trabajo"

Los días de trabajo son seis, son seis,
lunes, uno; martes, dos; miércoles tres,
Los días de trabajo son seis, son seis
jueves, cuatro; viernes, cinco, sábado, seis

DAY 2

Objectives: To review months of the year
To teach the days of the week
To employ 4 main language skills

Procedure:
A. Review months of the year with flashcards
Chorus - Individuals - They try game from yesterday not looking.
B. Teach days of week in Spanish (listed on board)
Chorus - Individuals-a day - Boy says all 7 - Girl says all 7
C. Teach song "Los días de la semana" (Vamos a Cantar) series. Go over words; they listen to song; practice twice.
D. A student passes out folders and they do Worksheet on Days of the Week.
E. Collect folders to be graded later
F. Students play same game as used with months of the year but they use the days of the week.

Materials: flashcards, record and record player, chalkboard, folders, worksheet

Days of the Week

1. LUNES
2. MARTES
3. MIERCOLES
4. JEUVES
5. VIERNES
6. SÁBADO
7. DOMINGO

Write the following in Spanish:

1. Monday _____
2. Tuesday _____
3. Wednesday _____
4. Thursday _____
5. Friday _____
6. Saturday _____
7. Sunday _____

Write the English for the following Spanish words:

1. Sábado _____
2. Jeuves _____
3. Domingo _____
4. Viernes _____
5. Miércoles _____
6. Martes _____
7. Lunes _____

Fill in the blanks and decode the secret message:

1. MAR__ES
2. V__ERNES
3. MIERC__LES
4. S__BADO
5. __ASTA LUEGO
6. JU__VES
7. DO__INGO
8. __DIOS
9. LU__ES
10. __OMINGO
11. NO MU__ BIEN

__ __ __ __ __ __ __ __ __ __ __

2 5 4 1 6 7 3 9 10 8 11

Write the Spanish word or words that fit each description:

1. This day is the first day of the school week. _____
2. On these two days I go to Spanish class. _____
3. This is the last day of the week I have to go to school. _____
4. On this day many people go to church. _____
5. On this day the school week is half over. _____
6. This is the first day of the weekend. _____
7. This day is my favorite day of the week. _____
8. On this day my family usually goes to the store for food. _____
9. This is my least favorite day of the week. _____
10. On these two days I do not attend school. _____

Day 3

Objectives:
1. To review months of year
2. To review days of week
3. To teach conversation on months of year called "El año"

Procedure:
1. Review months of year using board or flashcards chorus - individuals. a month - 2 read all 12
2. Review - days of week using board or flashcards chorus - individual-a day - Girl reads all - Boy reads all 7
3. Practice song "Uno de enero"
4. Practice song "Los días de la semana"
5. Model conversation "El año"
   a. Pass out ditto and go over new vocabulary
   b. They repeat in chorus
   c. Individuals read a line each
   d. Pairs practice in Spanish
   e. Two student do conversation in English
   f. Class copies conversation into notebooks
6. Using their notebooks the class plays vocabulary baseball. A girl goes to front with her notebook and says a word in Spanish. A girl from class must say what the word means in English. A boy is at front with her and alternates turns with her. 4 right is a home run for the girls or boys team. Score is kept.

Materials used: 1. records and record player
2. flashcards
3. dittos of conversations
4. game "Vocabulary baseball"

EL AÑO

PANCHO - ¿CUÁNTOS MESES TIENE UN AÑO?

PAMELA - UN AÑO TIENE DOCE MESES.

PANCHO - ¿ CUÁLES SON LOS MESES DEL AÑO?

PAMELA - LOS MESES DEL AÑO SON: ENERO, FEBRERO, MARZO, ABRIL, MAYO, JUNIO, JULIO, AGOSTO, SEPTIEMBRE, OCTUBRE, NOVIEMBRE, DICIEMBRE.

PANCHO - ¿CUÁNTOS DÍAS TIENE EL MES DE ABRIL?

PAMELA - EL MES DE ABRIL TIENE 30 DÍAS.

PANCHO - ¿CUÁL ES LA FECHA DE HOY?

PAMELA - HOY ES EL _____ DE _____.

ENERO
FEBRERO
MARZO
ABRIL
MAYO
JUNIO
JULIO
AGOSTO
SEPTIEMBRE
OCTUBRE
NOVIEMBRE
DICIEMBRE
ENERO
LA FECHA
HOY

LESSON PLAN 12

Weather and Seasons (2-3 days)

I. Objectives: To review the months of the year
To teach nine basic weather expressions and the vocabulary for the 4 seasons and provide varied activities that require students to use the vocabulary

II. Materials - pictures of the expressions hace buen tiempo, hace mal tiempo, hace sol, hace frio, hace fresco, hace calor, esta lloviendo, esta nevando, esta nublado, el otoño, el invierno, la primavera, el verano; a bag of clothing with articles that the student can quickly relate to a

season and one of the above weather expressions; colored chalk (three colors); a box or bag with the new vocabulary written on a piece of paper; the record or tape of the ¡Hola! Vamos a Cantar (if necessary); ditto or transparency with the word scrambles and secret message.

III. Procedure: A. Warm up - review the months of the year. Write the initial letter of the months on the board. Students are to give the month (or sing the month)

or

Point to one of the letters and give the student a vowel sound to go with the letter. i.e. e o (enero) m a (marzo)

2. Sing the song "Los meses del año" from the ¡Hola! Vamos a Cantar record.

B. Presentation of new material - SHARE YOUR OBJECTIVE WITH THE STUDENTS. ASK THEM TO LISTEN CAREFULLY SO THAT THEY WILL BE ABLE TO FILL IN THE CHART WITH THE CORRECT SEASON AND WEATHER EXPRESSION.

1. Have the following chart on the board. In red chalk have the first month of the season written. Ask the students to give you the next two months for each season. Tell them that at the end of 10 minutes you will ask them for the word to write in for the season (in orange chalk) and two weather expressions that are representative of the season.

2. Present the vocabulary using whatever pictures, charts, travel posters or transparencies you have in your department.

3. Reinforcement of the new vocabulary:
   a. ¿Sí o no? using a visual students answer Sí or no.
   b. Using the visual, ask questions such as:
      Hace mal tiempo. Por que?
      Hace frío. Está nevando?
      Hace mal tiempo. Por que?
      No es el verano. Por que?
      No es la primavera. Por que?
   c. Complete using a visual: No hace sol, está _____.
      No hace frío, hace _____.

4. Call the students' attention to the chart. Write in the appropriate season and two weather expressions that represent the season. Make sure all the weather expressions are included at least once.

5. Copy the chart into their notebooks.

(This may be the end of the first day's work.)

6. Re-introduce the song "Los meses del año". After each phrase stop singing and have a student give the season and another students a description of the weather on that day. i.e. el uno de enero (es el invierno; hace frío or está nevando)

7. Play the game charades. Divide the class into two teams. One person from each team selects one of the pieces of paper from the hat (or box). His teammates must tell in 10 seconds what season he is acting out and a weather that describes his charade.

8. Puzzle - secret message - The first five people to unscramble the message wins a prize.

1. hace __frío.
2. hace calo ___.
3. Hace fre__co.
4. hace s__l
5. esta llovie__do
6. hace buen t__mpo
7. hace ma__ tiempo
8. el _nvierno
9. la _primavera
10. el __erano

$\overline{8}\ \overline{7}\ \overline{4}\ \overline{10}\ \overline{1}\ \overline{3}\ \overline{9}\ \overline{2}\ \overline{6}\ \overline{5}\ \underline{G}$

9. Game ¿Qué tiempo hace? or ¿qué estación es?
Divide the class into two teams. One student selects an article of clothing from the bag. His team must give the season or the weather (determined by the teacher) in 5 seconds. Only one person may speak at one time. NO CALLING OUT.

10. Word game - Unscramble the letters to complete the sentence. They may use their notebooks.

1. Hace mal tiempo porque
atsa cnlloeind (esta lloviendo)
2. hace calor porque
ahec los
3. Está nevando:
chae lma imetop
4. No hace frío,
caeh screfo
5. Está lloviendo y
cn ceha ifor
6. No es el otoño, es
al r aapvmeir
7. Hace color en
le avnreo
8. No está lloviendo pero
stea bulodna
9. Hace buen tiempo porque
oche rocla
10. Está nevando; es el
vniieonr

C. Evaluation

1. Si/No based on the visuals you used
2. Using the articles of clothing, students are to write A or B to describe the season or the weather.
   Example: hold up a bathing suit
   A - Hace frío
   B - Hace sol
3. Word scramble using the notebooks and give the English equivalent

   1. ceha rloca
   2. ceha mal eprimo
   3. le ninoeriv
   4. sate edovnna
   5. sate buldona

LESSON PLAN 13

Objectives:
1. To teach the students how to tell time
2. To utilize the skills: listening, speaking, reading, and writing
3. To make the presentation interesting to the students

Materials:
1. model clock
2. construction paper, paper plates, scissors and any other materials necessary for making clocks
3. puzzle
4. ditto of pages 189-191 from Manual.

Activities:
1. Warm-up (review numbers 1-30)
   a. Suggested activities
      Caracoles - using numbers 1-30
      Math problems
2. Using a model clock teach time
3. Have the students copy the different times in notebooks
4. Students make their own clocks of construction paper or paper plates
5. Puzzle
6. Have the students set their clocks and ask each other "¿Qué hora es?" or have a student read a time and the other students set their clocks to the given time.
7. As follow-up activities, the students could do either from a transparency or a ditto the exercises on pages 189-191 in the first level Spanish manual.

LESSON PLAN 14

Days of the Week

Day 1

Objectives: To teach the days of the week
To show the difference between our calendar and European calendar
To provide the students with a variety of activities

Materials: Transparency - calendar from Spanish Manual Volume I
Board - sketch of American calendar
sketch of Spanish calendar
Song books - Vamos a cantar
Anagram from Spanish Manual Volume I
Board - matching

Activity I: Using the transparency of the calendar - have the students orally repeat the days of the week

Activity II: On the board - using a sketch of American calendar
S M T W T F S
point out that S is domingo, M - lunes, etc.
Then ask them on what day does our week begin.
Using a sketch of Spanish calendar
L M M J V S D
see if they can tell you that the Spanish week begins with lunes - Monday. If not explain the difference in the two calendars.

Activity III: Write the days of the week in their notebooks.

Activity IV: Using the song from Vamos a cantar sing:
Los días de la semana

Activity V: Using a transparency of the Anagram on days of the week from Spanish manual Volume I, have individual students fill in the answers on the board.

Activity VI: Evaluation
Without using their notebooks, students are to match the English with the Spanish. This will show you whether they understand the two calendars.

A	
1. martes	a. Sunday
2. domingo	b. Monday
3. jueves	c. Tuesday
4. sabado	d. Wednesday
5. viernes	e. Thursday
6. lunes	f. Friday
7. miercoles	g. Saturday

Day 2

Objectives: To reinforce the days of the week
To introduce today, tomorrow, yesterday
To introduce the months
To introduce the date

Materials: Board - unscramble
Transparency - calendar
Songbook - Vamos a Cantar
Anagram - months Spanish Manual Volume I.
Transparency - see Activity VI

Activity I: Warm-up drill
Students will unscramble the days of the week and write what they are in English:

muale
baspad
sirvene
retams
mogidno
egujer
lemocires

Activity II: Using the transparency of the calendar orally introduce hoy, ayor, mañana

Activity III: Using the transparency - calendar Manual I - introduce los meses del ano. Have the students orally repeat the months.

Activity IV: Using the songbook Vamos a Cantar have the students sing Los Meses del Ano.

Activity V: Have the students write the months in their notebooks

Activity VI: Using the anagram on the months from Spanish Manual Volume I have individuals fill in the months. (flash on the board)

Activity VII: Reinforcement of entire lesson
In vocabulary section have students write and answer these questions. (I put this on transparency)

1. ¿Qué día es hoy? (today)
   Hoy es _____.
2. ¿Que dia fue ayer? (yesterday)
   Ayer fue _____.
3. ¿Que dia es mañana? (tomorrow)
   Mañana es _____.

4. ¿Cuál es la fecha de hoy?
   Hoy es _dia_, el numero, de mes.
5. ¿Cuantos días tiene la semana?
   Tiene numero días.
6. ¿Que son? Son lunes, ____, ____, etc.
7. ¿Cuantos meses tiene el ano?
   Tiene numero meses.
8. ¿Que son? Son enero, ____, ____, ____, ____.

Day 3

Objectives: To reinforce days of the week, months, date, today, tomorrow, yesterday

Materials: Word search
Transparency drill (see Activity III)
Dittos of songs (see Activity IV)

Activity I: Warm-up
Word search - day of the week
months
hoy, ayer, mañana
semana, mes, año, día

Again, I put this on transparency and just have students find the answers. To check, have individuals come to the board and circle the answers.

Activity II: Orally go over the days of the week, months, today, tomorrow, yesterday

Activity III: In their vocabulary section do following drill. (I have this on transparency).

Hoy es _____.
Ayer fue _____.
Mañana sera _____.
jueves, _____, sabado.
domingo, lunes _____.
_____, jueves, viernes.
agosto, _____, octubre.
noviembre, diciembre, _____.
_____, abril, mayo

May 1 - el uno de mayo. Write out the following dates according to the model:

January 22 April 10 August 15
July 4 October 7

Activity IV: Sing both songs - Los días de la semana
Los meses del año
Hand out ditto with each song on one side. (You will have to transpose the music yourself on the ditto). Run one song at the top of the page. Then on the backside put the other song at the bottom. Then have the students draw a picture that relates to the topic for each song.

Possible test for the calendar could be as follows:
(I found that the students have to be able to use their notebooks to take these tests)

Supply the missing month:

1. enero, _____, marzo
2. junio, julio, _____
3. diciembre, _____, febrero
4. _____, octubre, noviembre
5. _____, mayo, junio

Sí o No

1. Hay veinte y un días en el mes de mayo.
2. Un año tiene doce meses.
3. El mes de noviembre tiene treinta y un días.
4. Una semana tiene seis días.

Give the dates en Español: ex. May 9 - el nueve de mayo

1.	Jan. 1	4.	Nov. 25	7.	April 1
2.	Aug. 7	5.	Sept. 11	8.	Oct. 15
3.	Feb. 13	6.	Dec. 31	9.	June 16

Animals

Objectives: To teach the animals
To provide the students with a variety of activities

Materials: Transparency of animals

Activity 1: Using a transparency of animals - introduce the following animals: le gallina, el gato, el lion, el perro, el tigre, la vaca, el raton, el caballo, el burro, el pajaro, la mula, el elefante.
Have the students orally repeat these.

Activity 2: In their notebooks have the students write the animals and draw their pictures.

Activity 3: Have the students play Stephano Morel's "Animal" game. Using 3 animals, have symbols for each animal which 3 people will act out. For example: for elefante - the person you call upon using his 2 hands forms a trunk; the people on either side of him provide an ear for the middle person using 1 hand.

t

Activity 4: Fill in the blank with the appropriate animal in Spanish I put this on transparency.

1. _____lays eggs.
2. _____ dice "meow"
3. En Born Free hay _____.
4. Lassie es _____.
5. Tony es _____.
6. _____da milk
7. Mickey es _____.
8. Mr. Ed es _____.
9. _____is lazy.
10. _____ sings.

Activity 5: As a quick evaluation, have the students fill in the missing letters.

1. v__ca
2. le__n
3. gall__n__
4. c__ba__o
5. t__g__e
6. bu__o
7. __ula
8. pa__aro
9. g__t__
10. __lef__nt__

Supplemental drills - can be used the following day as a warm-up or review

Unscramble the animals and write what they are in English.

1. cavą
2. nelo
3. laingla
4. bolacal
5. gietr
6. robru
7. lamu
8. jorápa
9. toga
10. fetanlee
11. roepr

Match the Spanish with the English:

1. el elefante	1. cow
2. el gato	2. tiger
3. la gallina	3. horse
4. el león	4. dog
5. el pájaro	5. cat
6. el tigre	6. elephant
7. el perro	7. donkey
8. la mula	8. mule
9. la vaca	9. hen
10. el caballo	10. bird
11. el burro	11. lion

Supplemental Materials

Puzzles

Classroom Objects: Unscramble the classroom materials, furniture, and subjects. Write what they are in English.

le jelor	le obril
al nedabar	al eniacic
al zait	le lepap
al itsohira	le doceruna
le leposañ	le pialz
al same	le géilns
le pama	sal timaametsác
le cotoirseri	le tear
al súmica	al sapiarr

Furniture, Rooms

1. El sofá está en _____.
2. El baño está en _____.
3. El escritorio está en _____.
4. La estufa está en _____.
5. La mesita está en _____.
6. La cama está en _____.
7. El tocadiscos está en _____.
8. El horno está en _____.
9. La ducha está en _____.
10. La nevera está en _____.

Fill in the blanks according to which rooms the furniture is in.

1. La nevera está en _____.
2. El sillón está en _____.
3. La televisión está en _____.
4. La estufa está en _____.
5. La cama está en _____.
6. El sofá está en _____.
7. La cortina está en _____.
8. La mesa está en _____.
9. La lámpara está en _____.
10. La alfombra está en _____.

Match the activity with the room in which it occurs

A.	B.
1. where you watch TV	a. garaje
2. where food is prepared	b. cocina
3. where you sleep	c. cuarto de baño
4. where the car is parked	d. comedor
5. where the flowers grow	e. sala
6. where you eat	f. patio
7. where you wash	g. alcaba
8. where you barbecue	h. jardín

Table Setting

Match the English with the Spanish

A	B
1. tablecloth	a. plato
2. spoon	b. mantel
3. cup	c. platillo
4. plate	d. vaso
5. fork	e. cuchara
6. napkin	f. cuchillo
7. saucer	g. servilleta
8. knife	h. taza
9. glass	i. tenedor

Parts of the body and clothing

Unscramble the words and write the meanings in English

eanipr	postaza
jsoo	bacaez
sevtiod	roepuc
pora	lafda
roaa	ragiob
lepo	etrués

Family : Fill the blanks with the family member in Spanish

1. Your father's brother is your _____.
2. Your father's daughter is your _____.
3. Your brother is your father's _____.
4. Your aunt's son is your _____.
5. Your mother's father is your _____.

Foods Menú

1. Mi legumbre favorita es _____.
2. Mi fruta favorita es _____.
3. Mi bebida favorita es _____.
4. Mi postre favorito es _____.

Me gusta ensalada de

A. lechuga y tomate
B. patata
C. pescado
D. jamón
E. huevo
F. pollo

Me gusta sopa de

A. lebumbres
B. pollo
C. guisantes
D. tomate

Yourself: Write the statement and fill in the blank according to yourself.

1. Me llamo _____.
2. Tengo _____ años.
3. Vivo en calle (street), número (number).
4. El número de mi teléfono es _____.
5. Vivo en la ciudad de _____.
6. Vivo en el estado de _____.
7. Vivo en un país de _____.

Numbers: Translate the phrases into numbers
e.g. Uno y uno son dos.
1 + 1 = 2

1. tres y seis son nueve.
2. cuatro y uno son cinco.
3. ocho y dos son diez.
4. catorce y once son veinte y cinco.
5. siete y ocho son quince.
6. doce y diez y seis son veinte y ocho.

Possible tests

I. Translate the word problems into numbers.
e.g. Uno y uno son dos
1 + 1 = 2

1. Catorce menos ocho son seis.
2. Tres y cuatro son siete.
3. Treinta menos veinte son diez.
4. Trece y quince son veinte y ocho.
5. Nueve menos cinco son cuatro.
6. Veinte y seis y once son treinta y siete.
7. Cuarenta menos seis son treinta y cuatro.
8. Doce y cinco son diez y siete

II. Sí o No

1. La semana tiene treinta días.
2. El año tiene doce meses.
3. Un mes tiene siete días.
4. El mes de febrero tiene treinta y ocho días.
5. Enero es el día.

III. Write the date out in Spanish
e.g. May 9 - el nueve de mayo

1. December 31
2. May 1
3. August 7
4. March 15

IV. Write the question and then fill in the answer according to yourself.

1. ¿Cómo se llama ud?
   Me llamo _____.
2. ¿Cómo está ud?
3. ¿Cuántos años tiene ud? (age)
   Tengo _____años.
4. ¿Dónde vive ud?
   Vivo en la calle _____, número_____.
5. ¿Cuántos cuartos tiene su casa? (rooms)
   Tiene _____ cuartos?

Calendar and Time

I. Fill in the blank

enero, __1__ marzo
__2__ , septiembre, octubre
marzo, abril, __3__
__4__ , diciembre, enero
julio, __5__, septiembre
domingo, __6__, martes
jueves, viernes, __7__
martes, __8__ , jueves
9 _____es viernes.
10 _____ fue jueves
11 _____ es sábado

II. Draw a clock for each time

1. Son las tres y diez.
2. Son las diez menos veinte.
3. Son las ocho y cuarto.
4. Es la una y media.
5. Son las dos y veinte y cinco.
6. Es la una y cinco.
7. Son las siete.
8. Son la nueve menos cuarto.
9. Son las doce menos cinco.

LESSON PLAN I

LES LIEUX
(PLACES)

Objectives:

A. To teach the names of 10 different places in French, as well as three expressions of direction.

B. To employ the 4 main language skills--listening, speaking, reading and writing.

C. To provide a varied and interesting presentation of the places in French.

Materials:

A. Flashcards or transparencies of the following places: la maison (house), l'eglise (church), l'ecole (school), la banque (bank), le jardin (garden), le parc (park), le musee (museum), le marche (market), l'hôtel (hotel) and le restaurant.

Procedures:

A. Activity I
Pictures of places. Teach names of places as well as the expressions tournez à droit, tournez à gauche and allez tout droit.
Have the students suggest famous names for each place, for example: Equitable Trust--la banque, Patapsco State--le parc, Eden--le jardin

B. Activity II
Write the names of each place, as well as the expressions of direction. Have students draw and label a picture of each place.

C. Activity III
Unscramble the word game, including each of the 10 places (see attached)

D. Activity IV
Play "Let's find the lost boy" game, using the ditto map. (see attached for map and game directions)
Play "Shopping Spree" game, using name tags of all places, as well as a tag marked l'auto. (See attached for game directions).

E. Activity V
Completion drill:

1. le r__st__ur__nt
2. l'hô__ __ __
3. le __arch__
4. le m__s__e
5. le p__ __c
6. le j__r__i__
7. la b__nq__e
8. l'__co__e
9. l'e__l__se
10. la __ai__on

As a warm-up drill for the next meeting, have the students fill in the blanks. For example: Equitable Trust est une _____.
McDonalds est un _____.
Walters Art Gallery est un _____.

Unscramble the place and place the correct word in the blank:

1. le carp _____
2. l'eloéc _____
3. al asnoim _____
4. l'leôht _____
5. el ésmue _____
6. le qbnsue _____
7. el nidraj _____
8. l'sligeé _____
9. le charmé _____
10. el ertsuaatrn _____

LESSON PLAN II

LES ANIMAUX

Objectives: A. To teach the names of 10 different animals in French
B. To employ the 4 main language skills--listening, speaking, reading and writing.
C. To provide a varied, interesting and entertaining presentation of the animals in French.

Materials: A. Flashcards, transparencies or tagboard pictures of the following animals: le chien (dog), le chat (cat), le lapin (rabbit), le tigre (tiger), le cheval (horse), le lion (lion), la vache (cow), le cochon (pig), l'éléphant (elephant) and la girafe (giraffe)

B. Ditto with a picture of each of the 10 animals on it (See attached)

C. Hidden word game with animals, excluding articles. (See attached)

Procedures: A. Activity I

1. Pictures of animals on a transparency, flashcard or tagboard.

2. Have students suggest famous names for each animal. For example: Dumbo--l'elephant, Lassie--le chien, Bugs--le lapin

B. Activity II

1. Write the names of the animals in notebooks.

2. Complete the ditto.
The ditto consists of a picture of each animal. Beneath each picture would be 2 blank lines. The first is for the name of the animal, the second for the name assigned.

C. Activity III

1. Hidden word game including 10 animals, no articles.

D. Activity IV

1. Play the animal game--elephant, tiger, giraffe (See attached for instructions.

2. Play charades, using animal sounds and gestures.

E. Activity V--Completion drill

1.	le l_pin	6.	le l__n
2.	le ti_r_	7.	la v_ch_
3.	le _h_val	8.	le c_c_on
4.	le c_ien	9.	l'e_e_ha_t
5.	le _h_t	10.	la g_raf_

As a warm-up drill for the next meeting, have the students fill in the blanks. For example: Dumbo est un _____.
Lassie est un _____.
Leo est un _____.

LESSON PLAN III

UN VOYAGE PAR TRAIN

Objectives:

A. To teach vocabulary for "traveling by train".

B. To expose children to a very important and significant mode of transportation.

C. To expose them to cultural differences.

Activities: (first day)

A. To teach these vocabulary words: le franc, le billet, l'horaire, la gare, le chemin de fer.
These should be presented using media- pictures, slides, posters and examples of articles if possible.

B. Explain differences between French and American trains - costs, dependability, classes, frequency of runs, TEE (Berlitz)

C. Have students turn to their maps of France and decide on a city or area that they'd like to visit. Once they have decided, they must start to prepare for "their" train trip.

D. Copy vocabulary into folders.

Day 2

Activities:

A. Review yesterday's vocabulary and add: la première classe, la deuxième classe, le compartiment, la place, le quai, le wagon-lit.

B. Explain cultural implications - similarities, differences.

C. For "their" trips, have them decide on:
1. time of departure
2. destination
3. class of travel
4. price of ticket
5. name of train (if TEE)

D. Pronounce again and copy vocabulary into folders.

E. Explain 24 hour clock (if not done as part of #2).

Day 3

Activities:

A. Review all vocabulary - pronunciation, definitions, contrasts, similarities, etc.

B. Make (students) a 24 hour clock or add to clock in "time" vocabulary.

C. Using a large map, show student some of the major routes and destinations of the TEE. Some of the names can be taught (ex. l'Etoile du Nord, l'Ile-de-France, la Flèche d'Or, le Mistral, etc.)

Day 4

Activities: A. Have students map out "their" trip on an outline map and have them supply information from activity #3 second day.

B. Quiz - Matching

1.	ticket	6.	train seat
2.	railway station	7.	sleeping car
3.	train	8.	first class
4.	French money	9.	an example of TEE
5.	timetable	10.	platform

le wagon-lit	le franc
le quai	la gare
le chemin de fer	le Mistral
la première classe	l'horaire
le billet	la place

LESSON PLAN IV

Objectives: A. To review the parts of the body.

B. To teach students to answer the question "Où as-tu mal? (contractions)

C. To employ the four main language skills.

Activities: A. (review) Pictures or flash cards of parts of body. Chorus and individual repetition.

B. (review) Approach individual students and ask: "Où est le nez?" Student answers: "Voici le nez".

C. Game = "Jacques Dit".

D. (grammar) contractions: examples:
à + la
à + le = au
à + les = aux

1. Students copy
2. Ask: "Où as-tu mal? while holding up a picture. Student answers, using contraction

E. Introduction of dialogue: "Chez le médecin"

F. Song: "Savez-vous planter les choux" or "Alouette"

Materials: A. Pictures or flash cards on "parts of the body"

B. Dialogue

C. (optional) record

Chez le médecin

Le médecin: Bonjour, Madame.
Bonjour, Marc.
Par ici, s'il vous plait.

Madame: Calme-toi, Marc. Il est gentil,le docteur.

Le médecin: Où as-tu mal, Marc?

Marc: A la gorge. J'ai très mal à la gorge.

Le médecin: Alors, ouvre la bouche mon petit. AIE!
Attention aux doigts.

Maman: Que tu es méchant!

Le médecin: Les yeux ça va, et les oreilles aussi.

Marc: Vous avez les mains froides. J'en ai assez.

Maman: Moi aussi, j'en ai assez. J'ai mal à la tête.

LESSON PLAN V

Objectives: A. To teach the members of the family

B. To employ the four language skills.

C. To present a varied, interesting class.

Materials: A. Transparency or picture of family members.

B. Transparency of puzzle for activity #3.

C. Words to song "Frère Jacques"

Activities: A. The teacher will point to a picture of the father and say "le père". The students will repeat the word, copying the teacher's pronunciation. Other members of the family will then be pronounced by teachers and students. "la mère, le frère, la soeur, l'oncle, la tante, etc."

B. The teacher will write the names of the family members on the board. The students will copy the words, and then draw the individual family members.

C. The teacher will teach the song "Frère Jacques". Then, "Soeur Jacqueline" may be substituted.

D. Completion drill:

P__RE	FR__RE
ME__E	T__NTE
S__EUR	O__CLE

LESSON PLAN VI

LA NORMANDIE

Objective: A. To expose students to French geography and regional cuisine.

Materials: A. Map of France and la Normandie as found in the provincial map of same in AMSCO Premier Livre.

B. Pictures of the cathedral at Rouen, Jeanne d'Arc, Mont-Saint-Michel.

C. Soirees à la française, a Gessler publication.

D. Michelin guides.

E. La bonne cuisine chez soi, F. Nathan, Gessler.

Activities: A. Discussion of la Normandie. Teacher ask students what they know about this region.

B. Map—draw la Normandie onto distributed dittoed maps. Color each region studied a different color.

C. Show a filmstrip of la Normandie (Une Année en France series), emphasizing "les pommiers en fleur, and other fruit trees. Teacher pronounces words, with students repeating them. Have them copy these words and learn them; also draw corresponding fruits and color them.
Vocabulary
pommier, cerisier, pêcher, poirier, orangier, prunier.

D. Have students make small tartes aux pommes at home and bring into class. Teach relevant vocabulary: la farine, le beurre, le lait, l'eau, le sucre. Recipe can be found in Soirees, mentioned above.

E. Teach song Ma Normandie, page 48, Soirées. Using either a transparency copy or dittoes, have students look for words they know and/or recognize.

N.B.—These "regional" lessons have been successfully taught on a senior high level, and the amount of time spent on each of the lessons is subject to the discretion of the teachers using them, concerning time, and the number of suggested activities to be used.

LA BRETAGNE

Objective: See La Normandie. In this instance, to learn about la Bretagne and some of its culinary specialties.

Materials: AMSCO Premier Livre, (page 213, provincial map of France)

Eating in France, Gessler Publishing Co., Inc., N.Y., N.Y., 10010.

Activities: Students draw la Bretagne on distributed dittoed maps (as demonstrated by teacher on a transparency), and pronounce and copy important seaports and cities in this region. Point out "les fruits de la mer" prevalent in this region.

Teach phrase "Je veux voir/visiter _____ as shown on French Meeting Another Culture Through Language, page 16.

Teacher can give a few comments on the culture of la Bretagne, citing their dialect and costumes. Ask students if they know anything about this region.

Puzzle-- (transparency and possibly dittoed copies, or simply show transparency on blackboard and have students complete puzzle in class.

B
R
E
T
A
G
N
E

Have students cite/write as many vocabulary words that they know, each word beginning with one of the letters of this province. This can also be used effectively as a team type of activity, where the class is divided into two parts, and awarded a point for each correct answer.

Teach song "Les repas" (Salut! Nous allons chanter). Have students look for familiar vocabulary.

Oral completion drill "Je veux voir/visiter", having students complete with previously studied areas of France as shown by teacher on a transparency map, or as pointed out by students.

LA PROVENCE

Objective: To study la Provence as an interesting cultural area, with special emphasis on the Roman monuments and the gastronomical specialities. Cite places, using a map of France, and the information found in AMSCO Premier Livre, where Roman monuments are still preserved.

Materials: AMSCO, and La bonne cuisine chez soi, Gessler.

Warm-up: Review of la Bretagne and la Normandie. Students can come up to overhead and show where these two provinces are located. Also, have students recall the characteristics of each and these can be tested under the following headings:

Bretagne Normandie

A possible team game project. Might ask the following questions, and/or ones similar to them:

1. If you wanted good cider, where would you go in France?
2. If you wanted to see "oliviers".....?
3. If you wanted to buy an especially good "tarte aux pommes" ....? or a "sauce niçoise".....?
4. To see a religious area, with legends and to see "les pardons"....?

Activities: Teacher "fill-in" of information on la Provence and la Côte d'Azur:

a) location on map
b) location of Roman monuments
c) provençal dialect
d) tourist attraction "au bord de la mer", la Riviera, Cannes, Nice, and Monte-Carlo.

Students add la Provence to their maps, and some of the important cities: N. B., the spelling of Marseille and its pronunciation.

Discuss gastronomic specialties (just explain, don't have students make this time. Pictures of these dishes might prove valuable here.)

A. Bouillabaisse Marseillaise—made up of a variety of fish found in or near Marseille. Might teach (or in some instances review) the vocabulary cited below, used in making this dish:
   1. La farine, to thicken
   2. du vin blanc, sel, for seasoning
   3. served with large croutons (grilles et frottes d'ail)

B. Ratatouille Niçoise — vegetable stew with eggplant, squash, tomatoes, cooked with Calvados wine, for 14 hours.

C. Salade Niçoise (possibly, the students can prepare this dish at home and bring it into class):
   1. Slice 4 "belles tomates", but don't section apart entirely.
   2. Add thin slices of onion into each tomato slice (or between them).
   3. Garnish with anchovies, black olives, hard eggs, and a sauce vinaigrette.
   4. Serve on a bed of lettuce surrounded by cucumbers, and sprinkled with parsley.

   (La bonne cuisine chez soi, Fernand Nathan, Gessler)

Possible vocabulary to be taught, and mastered by students, or used as source of review:
le concombre, le persil, la laitue, l'oignon, le poivre, le sel, l'aubergine, la tomate.

Trois provinces françaises

Complete with the words below:

Bretagne	Provence
Niçoise	Apple
Azur	Fishing
Nîmes	Normandie
Olive	pardon

1. _____ is a city known for its Roman monuments.
2. _____ is an important industry of Bretagne.
3. "La Normandie" has many _____ orchards.
4. The people of _____ use a great deal of garlic.
5. "La Salade _____"is very popular in Provence.
6. The _____ is a religious ceremony in Bretagne.
7. La Provence is rich in _____ and fig trees.
8. La Côte d' _____ is a great tourist attraction.
9. La _____ is situated on the English Channel.
10. La _____ is a peninsula in the Northwest of France.

Jumble:

1. SMNIE _____
2. LELEIRSAM _____
3. LAHLOUSSIEBIA _____
4. DALESA _____
5. GNAIVIRE _____

LESSON PLAN VII

Objectives: To teach the two animal groups. (animals presented orally only in previous class)

To have students actively participate in class activities.

Activities: (review) domestic and wild animals, holding up flash cards - group and individual repetition.

On one board - place list of all animals, wild and domestic. On another board - divide in half, each half labeled "Les Animaux Domestiques"
"Les Animaux Sauvages"
*students volunteer to come up and list names of animals under correct heading.

On board - flash cards attached to board with masking tape, with name next to each.
*students draw and label each animal.

One of the following games - "Elephant, Giraffe"
"Men, Gun, Tiger" using animal vocabulary)

One of the following songs - "Les animaux"
"Il était une bergère"

LESSON PLAN VII

EXPERIENCE I

I. General objectives:

A. To pre-teach the parts of the body (all parts associated with the head)
B. To reinforce the four skills

II. Specific behavioral objectives:

A. To pronounce the parts of the body associated with the head
B. To write the controlled vocabulary (associated with the head)
C. To listen to the pronunciation of the vocabulary
D. To make student tapes recordings
E. To draw parts of the body (head)
F. To cut out illustrations of the parts of the body (head)
G. To construct a head using a wig foam stand and construction paper
H. To construct a puzzle
I. To sing a sing along
J. To "pin" the parts of the body on the head (those parts associated with the head)
K. To make a filmstrip
L. To write in sentence form a completion drill
M. To construct a comic strip
N. To play the game scramble
O. To play the game "Simon Says"
P. To make or construct sock puppets
Q. To make a stage and/or TV box

III. Controlled grammar

A. Articles; definite, indefinite
B. Singular and plural of nouns
C. Contractions: de la, du, de l', des
D. Prepositions: sur, près de, sous, dans
E. Questions: Qu'est-ce que c'est?
Qu'est-ce que ce sont?
F. Verbs: être, avoir: (present tense , review or preteach; introduce)

IV. Materials

A. Overhead projector
B. Transparencies
C. Flannel board
D. Blackboard
E. Scissors
F. Construction paper
G. Staples; stapler
H. Cardboard box (TV)
I. Old socks
J. Record player
K. Letters of the alphabet

V. Each Lesson Plan:

Each lesson should provide for a variety of activities. The instructional objectives are in behavioral terms for clarity and for measuring student's achievement.

VI. Time: approximately 10-15 minutes for each activity

VII. Length of unit: this lesson is 7 days

Program of Activities

Each activity is written in behavioral instructional goals. There can be any order for the activities.

Activity I Introduction:

Behavioral Instructional Objectives

A. To recite the parts of the body associated with the head
B. To listen to the pronunciation of the parts of the body associated with the head
C. To sing the song Alouette
D. To dramatize (dancing) the song

Activity II

Structure	Method	Time
A. Greetings	Oral-aural response drill	3-5 min.
B. Vocabulary development	Repetition drills (use of transparencies and tapes) teacher model, students-choral responses	10-15 min.

C. Pronunciation — Cue structures: Use of tapes- student recording: individual and group choral responses student models teacher model — 10-15 min.

Teacher should develop the lesson as to his or her style of teaching, yet adapting some of the ideas presented here perhaps. The teacher may present two or three of the instructional objectives a day, and pre-teach, review, and culminate each daily lesson. This lesson may vary in the time limit, it could be presented over a period of one week to two weeks.

Sample activities

A. Separate transparencies for each part of the body associated with the head.
   1. Use as a drill- pronunciation
   2. Use as a cue structure- sentence formation
   3. Use as vocabulary drills

B. Student recording
   1. Individual and groups make tapes of the controlled vocabulary

C. Cue structure drills (can be fun!) transparencies, blackboard, flashcards, human models
   1. Repetition drills - La bouche ___ _____
   2. Completion drills - La bouche est sur ___ _____
   3. Interrogation drills - Où est la bouche?
      La bouche est ____ _____

D. Drills (continued)
   1. la bouche - les bouche
   2. l'oeil
   3. la bouche
   4. la bouche
   5. la __ o u __ __ e

E. Où sont les dents? (flash cards, picture cards, transparencies: Game)
   Les dents sont dans la bouche

F. Les contractions

		use "letters":	
le tête	de la tête	LA	
l'oeil	de l'oeil	L'	match contract-
le nez	du nez	LE	ions, match
		DE	articles
DE la bouche		DU	
DU nez		DES	
DES yeux			

Lesson Plan - Russian

Food and Marketing in the Soviet Union (Day I)

I. Objectives
   A. To give students some insight as to how Soviet people market and where they market for certain goods
   B. To have students recognize some of the similarities and differences of marketing in the U.S. and the S.U.
   C. To teach students vocabulary words for some stores in the S.U. and departments within these stores

II. Materials
   A. Pictures or slides of food stores in the S.U., especially GUM
   B. Food magazines
   C. scissors
   D. Tape or glue

III. Procedures
   A. Questions - oral
      1. In the U.S. where does one buy potatoes ? fish ? apples ? sugar ? cigarettes ? meats ? milk ? bread ? onions ?
      2. How does one go about paying for his merchandise ?
   B. Introduction - Reading selection

In the Soviet Union, people market in different stores for various products. For example, if a Russian wanted to buy cabbage or grapes, he would go to the 'fruit and vegetable store'. If he wanted to buy milk or eggs, he would go to a large 'food store' to the dairy department. If he wanted to buy sugar or candy, he would go to the large 'food store' to the confectionary department.

As you can see, this 'food store' in the Soviet Union has a dairy department and a confectionary department. It also has departments for meat, fish, and perpared foods. It is somewhat similar to our supermarket, although one cannot buy fresh vegetables in this store. Fresh vegetables must be bought in the 'fruit and vegetable store' or in a vegetable market.

Bread is a very important food in the Soviet Union. It is usually bought in the 'bakery store'. When people buy a loaf of bread in this store it is not wrapped. Therefore, it is typical to see people walking down the street with a plain loaf of bread in their arms!

There are also modern department stores in the big cities in the Soviet Union that are very similar to our department stores. The largest department store in Russia is the Government Universal Store in Moscow. It is often referred to as 'GUM'.

Suppose you were in the Soviet Union and you wanted to buy some eggs. First you must make sure that you know the exact price of the eggs. Then you go to a cashier's booth and tell the cashier that you want to buy some eggs , tell her the price and pay her. She then gives you a ticket. You go back to the dairy department, give the ticket to the attendant, who in turn gives you your eggs. Can you imagine what it would be like if you wanted to buy meat and fish and

sugar and cheese and... ?

Marketing is part of the everyday routine in the Soviet Union, especially that of women. This everyday routine is also necessary because most people (especially those in rural areas) don't have refrigerators.

Most of the stores in the Soviet Union are owned by the government. The government decides what prices should be charged and what should be sold.

C. Show students pictures ans slides

D. Go back to part 'A' and make comparisons and contrasts of food and marketing in the U.S. and the S.U.

E. Teach the following vocabulary words

1. гастроном
2. булочная
3. универсальный магазин
4. рынок
5. овощи, овощной магазин
6. рыба, рыбный отдел
7. мясо, мясной отдел
8. молоко, молочный отдел
9. кондитерский отдел
10. фрукты, фруктовый магазин

F. Have students tell whether each of the following foods can be bought in the 'гастроном', the 'булочная', or the 'овощной и фруктовый маг.'. If they say 'гастроном' then they must also give the special department. (Russian equivalents of the following words are taught in the next lesson).

1. sausage	6. bread	11. apples
2. cigarettes	7. coffee	12. biscuits
3. sugar	8. butter	13. cabbage
4. oranges	9. cheese	14. corn
5. eggs	10. peas	15. pears

G. Give students magazines and scissors. Have them divide a piece of paper into three columns; 'гастроном, 'булочная, and овощи и фрукти . Then they are to find five or more pictures of foods that can be found in each store.

IV. Homework assignment

Bring in articles that can be labeled or relabeled (soap powder boxes, cans, jars, etc.)

Lesson Plan - Russian

Food and Marketing in the Soviet Union (Day 2)

I. Objectives
   A. To review the reading selection
   B. To review the vocabulary words for stores and various departments
   C. To teach various foods
   D. To have students label objects

II. Materials
   A. Pictures of foods to be taught
   B. Construction paper or other paper
   C. Scissors
   D. Tape or glue
   F. Objects to be labeled
   G. Russian dictionaries

III. Procedures
   A. Drill on reading selection (True-False)
   Write T or F.

   1. In the Soviet Union vegetables are bought in a large 'food store'.
   2. Bread is not an important food for Soviet people.
   3. GUM is a modern department store in Moscow that is similar to our department stores.
   4. Bread is usually bought in the 'bakery store' in the Soviet Union and it is bought unwrapped.
   5. In the large 'food store', cheese is bought in the dairy department.

   B. Review vocabulary words - Word search (attached)
   (After students have completed the word search have them repeat the words.)

   C. Teach vocabulary words using pictures or transparencies.

I. колбаса	6. хлеб	II. яблоко
2. сигарет	7. кофе	I2. печенье
3. сахар	8. масло	I3. капуста
4. апельсин	9. сыр	I4. кукуруза
5. яйцо	I0. горох	I5. груша

   D. Using the Russian words for the foods, have students tell whether each of them can be bought in the 'гастроном ', the 'булочная ', or the 'овощной и фруктовый магазин'. (see exercise C).

   E. Puzzle on vocabulary words. (attached) Students should be able to use their notes.

   F. Go over exercise G, lesson I. Have some students tell what foods they have in their columns. For those words that they know, they can say them in Russian. For those that they don't know, let them say them in English and you can give them the Russian.

   G. Give students dictionaries, construction paper, and scissors and have them make labels for articles that they brought in.

Lesson Plan - Russian

Food and Marketing in the Soviet Union

Suggested activities for day III.
1. Review vocabulary for stores and foods.
2. Have students finish the labeling of their articles.
3. Teach the Russian monetary system
4. Have students make simple Russian money out of paper
5. Set up different stores with the labeled foods and articles
6. Have students shop the 'Russian' way.

Lesson Plan - Russian

Based on a ten-week course in which students do not learn the Russian alphabet and therefore do very little writing.

Словарь

Приветствия и прощания
1. доброе утро
2. добрый днь
3. добрый вечер
4. до свидания

Имя, фамилия
1. моё имя
2. моя фамилия
3. меня зовут

Здоровье
1. как вы поживаете?
2. очень хорошо, спасибо.
3. не очень хорошо.

Кто вы?
1. мальчик
2. девочка,девушка
3. ученик
4. ученица
5. учитель
6. учительница
7. господин
8. госпожа
9. директор

Класс
1. стол
2. стул
3. бумага
4. тетрадь
5. карандаш
6. перо
7. книга
8. доска
9. мел
10. окно
11. дверь
12. школа
13. класс,комната
14. контора

Числительные
1. 1-100
2. cultural differences in writing numbers

Дни и месяцы
19 items

Цвета
1. красного цвета
2. белого "
3. синего "
4. жёлтого "
5. зелёного "
6. чёрного "

Спорт
1. футбол
2. баскетбол
3. теннис
4. хоккей
5. шахматы
6. волейбол
7. бейзбол
8. лапта
9. карты
10. гимнастика
11. плавание

Пища
1. мясо
2. картофель
3. овощи
4. фрукты
5. хлеб
6. напитки
   а. вода
   б. кофе
   в. чай
   г. пиво
   д. вино
   е. водка

Семья
1. семья
2. отец
3. мать
4. сын
5. дочь
6. брат
7. сестра
8. дедушка
9. бабушка

Lesson plan - Russian

Словарь

Тело
1. голова
2. лицо
3. нос
4. рот
5. волосы
6. глаза
7. уши
8. руки
9. ноги
10. тело

Животные
1. собака
2. кошка
3. лошадь
4. корова
5. птица
6. свинья
7. медведь
8. обезьяна
9. animal sounds

Культура

I. The Russian alphabet
   1. identification
   2. introductory remarks
   3. superficial presentation of alphabet: lecture and drill
   4. activity: code message - encoding and decoding
II. Standing at the bell
III. All students are given a Russian name to which they answer.
IV. The Russian calendar
   1. cultural differences:
      a) days and months are not capitalized
      b) Monday is the first day of the week
      c) numbers run from top to bottom
   2. discussion of major Soviet holidays (legal holidays):

      а. 1-е января Новый год
      б. 8-е марта Женский день
      в. 1-е и 2-е мая Первое мая
      г. 9-е мая День Победы
      д. 7-е и 8-е ноября Праздник Октября
      е. 5-е декабря День Конституции СССР

V. СССР
   1. Project: making passports
   2. Project: filling out an application for a visa
   3. Geography:
      a) over-all view of the USSR: location, name of country, size
      b) presentation of Soviet republics and their capital cities and their location
   4. Project: making the flags of the republics
VI. Project: Новый год , Рождество
   1. customs, celebration
   2. Christmas:
      a) discussion of the fact that Christmas is not celebrated
      b) song: Silent Night
      c) project: making Christmas cards
VII. Project: making Soviet placards
VIII. Slang

Lesson plan - Russian

Project

Note: This project is a culminating activity following the presentation of vocabulary on days of the week and months of the year and a discussion of legal Soviet holidays.

Objectives:

1. To have students review orally the months of the year in Russian.
2. To have students construct a calendar according to the form used in the Soviet Union.

Activities:

ActivityI: Each student names in Russian the month in which his or her birthday falls.

Activity II: making the calendar

1. Each student makes a calendar for the month in which his or her birthday falls
2. Directions (on a chart or transparency and also explained aloud):
   a) Distinguish your Russian calendar from an American one in the following ways:
      1.) the numbers run from top to bottom rather than left to right
      2.) the first day of the week is Monday
      3.) use the abbreviations for the days of the week

Monday	пн	Friday	пт
Tuesday	вт	Saturday	сб
Wednesday	ср	Sunday	вс
Thursday	чт		

   b) Copy the name of your month carefully in Russian from the list
   c) Sundays and official holidays should be in red:
      1.) January 1 (New Year)
      2.) March 8 (Women's Day)
      3.) May 1 (May Day)
      4.) May 9 (Victory Day)
      5.) November 7 (October Revolution)
      6.) December 5 (Constitution Day)
      7.) your birthday
   d) Include with your calendar an illustration.
3. List also for student's reference (on chart or transparency):
   a. the Russian names of the months
   b. the number of days in the month
   c. the day of the week on which the months begin during the year in which the calendars are being made

Materials

1. paper (or students may use their own)
2. colored pencils
3. students should be directed to bring a ruler to class on the day the project is to be done
4. chart or transparency with directions

Lesson plan - Russian

(It is likely that the activities in this plan would stretch over two days)

Objectives

1. To review numbers
2. To review colors
3. To begin presentation of animal vocabulary
4. To present song tied into new animal vocabulary
5. To present this conversational material in such a manner as to make it varied, fast-paced and interesting.

Activities

Activity I: numbers (from 1 up to whatever number has been presented so far; e.g. 1-100: count from 1 to 20, then from 30 to 100 by tens). Given appropriate directions as to where to start and stop counting, students count aloud in class in chorus.

Activity II: squares (game) This game is played the same way as the game called dots, but the dots are numbered. Students connect the dots by calling out the appropriate numbers. Nine dots (three across and three down) will make a game which is not too short or too long for its use in this plan as a review.

Activity III: review color vocabulary Use colored chalk to color in the squares formed in the second activity to review color vocabulary.

Activity IV: numbers and colors combined

1. Students divide a piece of paper into six sections
2. Call out numbers that students are to write in each of the six sections, e.g. 6,25, 12, 4, 10, 41.
3. Call out the names of colors, one color for each section, and have students outline the number written in the section with the color named.

Activity V: colors and animals (animals as new vocabulary)

1. Display pictures of animals and have students name the colors of the animals.
2. Use the pictures to present the names of the animals

Activity VI: song (about a little bird)

Materials:

1. colored chalk
2. paper (or students use their own)
3. colored pencils
4. pictures of animals
5. record or tape of song
6. record player or tape recorder

Ideas for other projects

I. Making passports (full period project)
   1. The passports constructed by the students have the same general format as the official passport.
   2. If they so desire, the students may create a whole new identity for themselves for filling out the passport. It is made clear to them, however, that no false information should ever be supplied when actually applying for a passport.
   3. Items included in the passport:
      a. Front cover: labeled as a passport with the name of the country issuing it.
      b. Inside:
         1) name
         2) sex
         3) address
         4) birthdate
         5) nationality
         6) picture (drawing) of subject
         7) list of countries to be visited

II. Applying for a visa to visit the U.S.S.R.
   1. As with the passport, the students may assume a different identity for this project with the understanding that an official application must be filled in completely truthfully.
   2. Information to be supplied:
      a. last name, first name, middle name
      b. date, month, year and place of birth
      c. nationality
      d. current citizenship; if you were formerly a citizen of another country, state of which country.
      e. place of present employment and profession
      f. purpose of visit and lenght of proposed stay in the U.S.S.R.
      g. Have you ever been in the U.S.S.R. before? If so, state when, where, and why.
      h. Names and addresses of close relatives in the U.S.S.R.
      i. your present address

_____ _____
date (day, month, year) (signature)

III. Making propaganda posters: Students plan and execute their own versions of the ubiquitous Soviet plakati. This is a full-period project.